

General suggestion: Create a checklist of critical elements that framework chapters must demonstrate or include so that **each** chapter lends itself to:

- 1) richly incorporating student-centered inquiry and interactive engagement opportunities (supporting Speaking and Listening for literacy in HSS. Otherwise teachers may think S&L is only for ELA rather than realizing that literacy is reading, writing, speaking, listening, engaging. If HSS wants students to be civically engaged, we must encourage and facilitate in-class participation in speaking and listening in our classrooms, and not only speaking to and listening to the teacher. *We* know this but some teachers do not.).
- 2) incorporating ELD support beyond simply providing sentence frames or deconstructing sentences. These are GREAT; now let's look at each chapter with the lens of ELD support and consider what could be added to support ELD in learning the content.
- 3) effectively integrating varied researched instructional strategies. Let's look at the chapter on instructional strategies in this HSS Framework Draft and with that lens, examine what is in the grade level chapters that supports those instructional strategies or additional ones. Some chapters lack in this arena, and others incorporate a few of the same ones numerous times.
- 4) 4A) If the committee creates an inventory or list of the student-centered interactive learning activities that are integrated within each chapter, it will help the committee to see what chapters are lacking re: engaging instructional opportunities or will help the committee to identify what types are too heavily incorporated—all with the committee goal of incorporating a fair variety and sufficient amount of effective engaging instructional strategies within grade level chapters. 4B) If the committee creates/provides, for each chapter of the framework, a chart of the student-centered interactive learning activities that are integrated within each chapter, it will help instructors expand their thinking and their practice beyond lecture and large group discussion; it will give teachers practical ideas as to how to approach instruction in a way that promotes greater engagement and critical thinking.

Maybe the committee has already considered these approaches. I have not had opportunity to read every chapter. Only some. Thank you again for considering these suggestions. I think these elements critical to a strong and useful framework.